



**Universitas Negeri Surabaya
Fakultas Bahasa dan Seni
Program Studi S1 Sastra Inggris**

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
Language in Society	7920204113	Mata Kuliah Pilihan Program Studi	T=3 P=0 ECTS=4.77	4	11 April 2025
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi
	Prof. Slamet Setiawan, M.A., Ph.D.			Dr. Ali Mustofa, S.S., M.Pd.

Model Pembelajaran	Case Study
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Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK	
	CPL-1	Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya
	CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan
	CPL-5	Mampu mengaplikasikan konsep dan teori Linguistik dasar dalam Bahasa Inggris untuk merespons beragam fenomena bahasa
	CPL-7	Mampu mengaplikasikan konsep dan teori budaya untuk menganalisis serta merespons fenomena sosial budaya dengan cara yang responsif terhadap budaya

Capaian Pembelajaran Mata Kuliah (CPMK)	
CPMK - 1	Being able to define the concepts/theories of English Linguistics based on a variety of language phenomena.
CPMK - 2	Being able to examine concepts and theories to analyse linguistic-cultural phenomena in society.
CPMK - 3	Being able to compose a reflective essay and an analytical paper on current linguistic-cultural phenomena.
CPMK - 4	Being able to respond to texts on linguistic-cultural issues orally using appropriate English.
CPMK - 5	Being able to respect in cooperation in thought, expression, and intellectual engagement when writing compose a reflective essay/analytical essay on current popular cultural phenomena.

Matrik CPL - CPMK																															
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>CPMK</th> <th>CPL-1</th> <th>CPL-3</th> <th>CPL-5</th> <th>CPL-7</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK-2</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK-3</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK-4</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK-5</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	CPMK	CPL-1	CPL-3	CPL-5	CPL-7	CPMK-1	✓	✓	✓	✓	CPMK-2	✓	✓	✓	✓	CPMK-3	✓	✓	✓	✓	CPMK-4	✓	✓	✓	✓	CPMK-5	✓	✓	✓	✓
CPMK	CPL-1	CPL-3	CPL-5	CPL-7																											
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CPMK-3	✓	✓	✓	✓																											
CPMK-4	✓	✓	✓	✓																											
CPMK-5	✓	✓	✓	✓																											

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																																																							
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Deskripsi Singkat MK	This subject describes the relationship between language, society, and history of language especially english language in shaping new language communities and repertoires. This addresses language change, linguistics developments, language and socio-political history, urbanization, industrialization, social stratification, social dialect, register, code switching, code mixing, regional dialect, bilingualism/multilingualism, language variation, language shift and maintenance, and other language function as individual or social identity as well as a means of inter-ethnic communication. To strengthen the understanding of concepts, local, national, regional, and international contexts are employed to accommodate the social practice of the language in question. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.						
Pustaka	Utama :	<ol style="list-style-type: none"> 1. Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter. 2. Baugh, Albert C & Thomas Cable. 2002. A History of the English Language Fifth ed. London: Routledge 3. Fennell, Barbara A. 2001. A History of English: A Sociolinguistic Approach. Oxford: Blackwell Publishers 4. Holmes, Janet. 1992. An Introduction to Sociolinguistics . New York: Longman Group. 5. Li Wei (ed.). 2000. The Bilingualism Reader . London and New York: Routledge. 6. Momma, Haruko & Michael Matto. 2006. A Companion to the History of the English Language . Oxford: Blackwell Publishers 7. Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press 8. Wardhaugh, Ronald. 2006. An Introduction to Sociolinguistics. Massachusetts: Blackwell Publishing. 					
	Pendukung :						
Dosen Pengampu	Prof. Slamet Setiawan, M.A., Ph.D. Lina Purwaning Hartanti, S.Pd., M.EIL. Imam Hanafi, S.S., M.App.Ling. Fariq Shiddiq Tasaufy, S.S., M.Hum. Cicilia Deandra Maya Putri, S.Hum., M.A.						
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Being able to identify the concepts/theories based on a variety of language phenomena.	Answer all oral questions in class discussion	Kriteria: Oral Bentuk Penilaian : Aktifitas Partisipatif	Discussion Presentation, Question-Answer 2 X 50	Discussion Presentation, Question-Answer 2 X 50	Materi: Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell. Pustaka:	5%
2	<ol style="list-style-type: none"> 1. Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society. 2. Being able to analyze various forms of linguistic-cultural phenomena in society. 	Answer all oral & written questions in class discussion Prepare group presentation	Kriteria: Oral and written Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Presentation, Discussion, Question-Answer 3 X 50	Presentation, Discussion, Question-Answer 3 X 50	Materi: Social classes Pustaka: Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter. Materi: Social classes Pustaka: Holmes, Janet. 1992. An Introduction to Sociolinguistics . New York: Longman Group.	5%

3	<p>1. Being able to deliver an oral presentation on the given task using appropriate English.</p> <p>2. Being able to respond to others' presentation in English using an appropriate manner.</p> <p>3. Being able to show acceptance to teachers' and peer feedbacks.</p>	<p>Answer all oral & written questions in class discussion Prepare group presentation</p>	<p>Kriteria: Oral and written</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	<p>Presentation, Discussion, Question-Answer 2 X 50</p>	<p>Presentation, Discussion, Question-Answer 2 X 50</p>	<p>Materi: Social classes Pustaka: Auer, Peter and Li Wei. 2007. <i>Handbook of Multilingualism and Multilingual Communication</i>. Berlin - New York: Mouton de Gruyter.</p> <hr/> <p>Materi: Social classes Pustaka: Holmes, Janet. 1992. <i>An Introduction to Sociolinguistics</i>. New York: Longman Group.</p>	5%
4	<p>1. Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society.</p> <p>2. Being able to analyze various forms of linguistic-cultural phenomena in society.</p>	<p>Answer all oral & written questions in class discussion Prepare group presentation</p>	<p>Kriteria: Oral and written</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	<p>Presentation, Discussion, Question-Answer 2 X 50</p>	<p>Presentation, Discussion, Question-Answer 2 X 50</p>	<p>Materi: Social classes Pustaka: Auer, Peter and Li Wei. 2007. <i>Handbook of Multilingualism and Multilingual Communication</i>. Berlin - New York: Mouton de Gruyter.</p> <hr/> <p>Materi: Social classes Pustaka: Holmes, Janet. 1992. <i>An Introduction to Sociolinguistics</i>. New York: Longman Group.</p>	5%

5	<p>1. Being able to deliver an oral presentation on the given task using appropriate English</p> <p>2. Being able to respond to others' presentation in English using an appropriate manner.</p> <p>3. Being able to show acceptance to teachers' and peer feedbacks.</p>	Group presentation.	<p>Kriteria: Oral and written</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	Presentation, Discussion, Question-Answer Assignment 2 X 50	Presentation, Discussion, Question-Answer Assignment 2 X 50	<p>Materi: Social dialects</p> <p>Pustaka: <i>Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Materi: Regional dialects</p> <p>Pustaka: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.</i></p>	5%
6	<p>1. Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society.</p> <p>2. Being able to analyze various forms of linguistic-cultural phenomena in society.</p>	Answer all oral & written questions in class discussion Prepare group presentation	<p>Kriteria: Oral and written</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	Presentation, Discussion, Question-Answer Assignment 2 X 50	Presentation, Discussion, Question-Answer Assignment 2 X 50	<p>Materi: Social dialects</p> <p>Pustaka: <i>Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Materi: Regional dialects</p> <p>Pustaka: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.</i></p>	5%

7	<p>1. Being able to deliver an oral presentation on the given task using appropriate English.</p> <p>2. Being able to respond to others' presentation in English using an appropriate manner.</p> <p>3. Being able to show acceptance to teachers' and peer feedbacks.</p>	<p>Answer all oral & written questions in class discussion Prepare group presentation</p>	<p>Kriteria: Oral and written</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Materi: Social dialects Pustaka: <i>Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Materi: Regional dialects Pustaka: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.</i></p>	5%
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9	<p>1. Being able to deliver an oral presentation on the given task using appropriate English.</p> <p>2. Being able to respond to others' presentation in English using an appropriate manner.</p> <p>3. Being able to show acceptance to teachers' and peer feedbacks.</p>	<p>Answer all oral & written questions in class discussion Prepare group presentation</p>	<p>Kriteria: Oral and written</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Materi: Social dialects Pustaka: <i>Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Materi: Regional dialects Pustaka: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.</i></p>	5%
10	<p>1. Being able to analyze various forms of linguistic-cultural phenomena in society.</p> <p>2. Being able to create reflective notes on the students' understanding of the materials in language in society.</p>	<p>Answer all the given written questions on Analysis dan Reflection.</p>	<p>Kriteria: Written</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Materi: Social dialects Pustaka: <i>Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Materi: Regional dialects Pustaka: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.</i></p>	5%

11	<p>1. Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society.</p> <p>2. Being able to analyze various forms of linguistic-cultural phenomena in society</p>	<p>1. Answer all oral & written questions in class discussion</p> <p>2. Prepare group presentation</p>	<p>Kriteria: Written</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Materi: Social dialects Pustaka: <i>Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Materi: Regional dialects Pustaka: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.</i></p>	5%
12	<p>1. Being able to deliver an oral presentation on the given task using appropriate English.</p> <p>2. Being able to respond to others' presentation in English using an appropriate manner.</p> <p>3. Being able to show acceptance to teachers' and peer feedbacks.</p>	<p>1. Answer all oral & written questions in class discussion</p> <p>2. Prepare group presentation</p>	<p>Kriteria: Written</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Materi: Social dialects Pustaka: <i>Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Materi: Regional dialects Pustaka: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.</i></p>	5%

13	<p>1. Being able to produce a concise analytical paper on a certain issue concerning the materials in language in society.</p> <p>2. Being able to show teachers' and peer feedbacks.</p>	<p>1. Write an analytical paper</p> <p>2.</p>	<p>Kriteria: Written</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	<p>Write an analytical paper 2 X 50</p>	<p>Write an analytical paper 2 X 50</p>	<p>Materi: Social dialects Pustaka: <i>Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Materi: Regional dialects Pustaka: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.</i></p>	10%
14	<p>1. Being able to produce a concise analytical paper on a certain issue concerning the materials in language in society.</p> <p>2. Being able to show teachers' and peer feedbacks.</p>	<p>1. Write an analytical paper</p> <p>2.</p>	<p>Kriteria: Written</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	<p>Write an analytical paper 2 X 50</p>	<p>Write an analytical paper 2 X 50</p>	<p>Materi: Social dialects Pustaka: <i>Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Materi: Regional dialects Pustaka: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.</i></p>	10%

15	<p>1. Being able to produce a concise analytical paper on a certain issue concerning the materials in language in society.</p> <p>2. Being able to show teachers' and peer feedbacks.</p>	<p>1. Write an analytical paper</p> <p>2.</p>	<p>Kriteria: Written</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	<p>Write an analytical paper 2 X 50</p>	<p>Write an analytical paper 2 X 50</p>	<p>Materi: Social dialects Pustaka: <i>Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Materi: Regional dialects Pustaka: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.</i></p>	10%
16	<p>1. Being able to produce a concise analytical paper on a certain issue concerning the materials in language in society.</p> <p>2. Being able to show teachers' and peer feedbacks.</p>	<p>1. Write an analytical paper</p> <p>2.</p>	<p>Kriteria: Written</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	<p>Write an analytical paper 2 X 50</p>	<p>Write an analytical paper 2 X 50</p>	<p>Materi: Social dialects Pustaka: <i>Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Materi: Regional dialects Pustaka: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.</i></p>	10%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	15%
2.	Penilaian Hasil Project / Penilaian Produk	85%
		100%

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal

Koordinator Program Studi S1
Sastra Inggris



Dr. Ali Mustofa, S.S., M.Pd.
NIDN 0014067509

UPM Program Studi S1 Sastra
Inggris



NIDN



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